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ABSTRACT

This paper presents a sketch of the characteristics of a group of professionals whose work involves helping others. The author attempts to define individuals who are concerned primarily with the helping professions, and to outline some of the attributes unique to them. He tries to identify factors distinguishing those who are successful from those who are not. He then takes up how members of the helping professions evolve into their roles, and some of the characteristics which surround role definition in professional practice. Professional characteristics examined include beliefs about others, beliefs about self, purpose of helping others, and task orientation. Also discussed are five professional helper role models: the Midwife Model, the Horticulture Model, the Craftsman Model, the God Model, and the Artist Model. The author concludes that aiding professionals to grow, both personally and in their jobs, is a difficult task which requires effort and should not be left to chance. (Author/BP)

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IMPROVING PROFESSIONAL EFFECTIVENESS[1]

Owen L. Caskey[2]

Introduction

There are at least three major approaches to the topic which I have been assigned, and I have seriously considered all three. In fact, I have made at least some attempt to pursue each one without success. It might be well, therefore, to alert you early on as to what has not been a productive pursuit to the topic for me at this point. Initially, as we discussed the topic of improving the performance of professional individuals, it was tempting to focus on the problem of increasing professional development in a single discipline, and perhaps even in a specialized area, probably one that is closest to my experience; for example, the discipline of education and the specialization of counseling. On further consideration, however, this would seem patently unfair to those who are not primarily involved in professional education and probably of little interest to those not in counseling. Another approach would be to take the more generalized view and develop the notion of what constitutes professional activity and the importance of continual professional development, for both individual growth and the service to an area. On examination, this began to take on some rather unfortunate aspects of a class exercise in definitions and could easily digress into a criticism of those who are less professional or less interested in personal growth. Since your presence here today is testimony to the fact that you do not fit into that category, there is little that needs to be said concerning these kinds of admonitions.

Due to the theme of the conference and the professional development technique on which we will focus for these two days, a most obvious approach would be to attempt to show the relationship of the Interpersonal Process Recall (IPR) technique to a variety of professional areas of developmental supervisory approaches. In fact, this was the approach which I had originally selected, and which was discussed with Dr. Trang prior to the finalization of the program. When the program was developed, it was obvious that this presentation occupied such an early place on the program that it would result in dealing with some technical areas which had not been covered by many people in attendance. There are some here who are not acquainted with the IPR approach and drawing conclusions about its application to professional areas or to how one uses it in helping professionals grow and develop would be more appropriate at the end of the program or perhaps as a part of the next conference, which might be considered as an extension of your experiences in this one.

What I would like to do in the time allotted to me, is to sketch as best I can, some of the characteristics of a group of professional individuals who have the common characteristic of working with and helping others. I do not mean thereby to exclude those highly professional individuals who work with things or ideas or numbers of machines or many other elements which require a high level or professional endeavor. I will attempt to define individuals who, at least, are primarily

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concerned with the helping professions and outline some of the attributes which are unique to that group of professionals. Further, attention will be devoted to identifiable factors which distinquish those who are successful and those who tend not to be successful in this endeavor. A second element of this presentation will deal with how helping professions, and individual helpers in particular, evolve into their roles and some of the characteristics which surround role definition in professional practice. Finally, I hope to make reference to the general nature of the things which will come later today and tomorrow in terms of IPR processes which share some common characteristics with other approaches to improving professional performance. Much of what I will have to say will be summary in fashion, some of it will merely bring to mind things of which you are aware; but hopefully it will be organized in a way which will allow you to make personal applications from your own experience. Finally, I hope that it can provide a framework which can be used in later sessions to tie processes, methods, and techniques back to purposes, beliefs, ideas, and philosophies.

The Helping Professions

The things with which we hope to concern ourselves here today and tomorrow have direct implications for improving the professional effectiveness of a wide range of individuals who might well be defined as a part of the helping professions. Many groups which would be included in the definition of the helping professions are represented, but there are those which are not a part of this assembly. The emergence of the helping professions has been in response to the need to deal effectively with the optimum development of individuals and groups. In essence, the helping professions seek to aid individuals to achieve more effective relationships, more nearly realize their own potentialities, and interact productively in the world in which they live. This definition would thereby circumscribe education, including both teaching and administrative responsibilities; medicine, including the many varieties of health careers; religion, of which the clergy is the primary example; and all types of counselors, psychologists, and social workers, whatever their work setting and responsibilities.

It is assumed that such individuals, as professionals, have both the experience and ability to solve problems based upon the content of their specialized field. In addition, however, they possess identifiable skills and are characterized by basic beliefs which allow them to bring about significant changes in the individuals and groups with which they work. The attributes of such individuals have been identified through the results of the Florida Studies in the Helping Professions, which examined the belief systems of teachers, counselors, nurses, clergy, and other helpers over a period of years. They found a high degree of similarity in the personal skills and belief systems of those who were effective helping professions practitioners. The results of the extensive studies could be categorized in five major groupings of effective belief systems.

The first, and the most fundamental, attribute of successful helpers is clearly lodged in the basic knowledge of their professional specialization, but with the additional element of being able to know how to go about using it effectively. The helping professions require not more or different knowledge, but

a way of doing something with the knowledge that is possessed, irregardless of the academic discipline. It is for this reason that the academic preparation of the helping professions receives continuous scrutiny and is critically judged both from within and without the professional area. Those who are effective helpers have such fundamental knowledge and cognitive abilities in their areas no less, but perhaps no more, than others who partake of similar training and academic experiences. The important factor here is that effective helpers have the ability to translate their knowledge in ways which make it very personal for them, as well as those who are the recipients of their helping skills. It is, to use a word, iternalized; but yet it is much more than that. Content and knowledge can have very personal meaning for individuals, and it can be applied in an understanding and personal way, just as it can remain rather abstract or be used inappropriately. We have often observed that knowledge and academic ability is no guarantee of successful professional application and have emphasized experiential training, which includes internship and an emphasis on clinical experiences, as an extension of that belief. It appears that when we are successful in conveying, not only the content, but the personal application of content, during a professional preparation program, the result is that the abstractions are converted to essential beliefs and the individual becomes a more effective helper thereby.

A second major characteristic of individuals who are effective in the helping professions involves the concepts they hold about the individuals with whom they work. These differences can be contrasted into simplistic dichotomies, but are more likely to range along a continuum of beliefs. An abbreviated continuum of the differences between good helpers and poor ones would look something like the continuum in Table 1.

TABLE 1

BELIEFS ABOUT OTHERS

Able ---------- Unable
(Deal with problems, find solutions, handle lives. Not limited abilities.)

Friendly ---------- Unfriendly
(See others as friendly, well-intentioned, non-threatening. Not as evil.)

Worthy ---------- Unworthy
(Respect dignity and integrity of others. Do not see people as unimportant.)

Internally Motivated ---------- Externally Motivated
(Behavior developed from within, creative, dynamic. Not passive and inert.)

Dependable ---------- Undependable
(Trustworthy, understandable behavior. Not unpredictable or capricious.)

Helpful ---------- Hindering
(Fulfilling and enhancing. Not impeding or threatening.)

The Florida Studies reveal significant and fundamental differences between good helpers and those who were not effective in working with others in the helping relationship. These differences are essentially ones which have to do with what one believes about other people.

The third element in being an effective helper is embodied in the degree of self-understanding which the individual helper possesses. Since the helping professional must, of necessity, enter into a communication and personal relationship with others, one's feelings about oneself are paramount. This does not imply a superhuman or even superior personal strength in order to make helping and sharing possible, but it does involve at least a fundamental feeling of personal adequacy in dealing with oneself and with life. Again, the Florida Studies have contrasted those characteristics which were associated with effective and ineffective helpers which can be viewed on the abbreviated continuum of Table 2.

TABLE 2

BELIEFS ABOUT SELF

Identified ---------- Apart
(Part of mankind. Not withdrawn, removed, alienated.)

Adequate ---------- Inadequate
(Ability to deal with problems, being himself is enough. No inadequacy.)

Trustworthy ---------- Untrustworthy
(Dependable and reliable. No doubts about potential and reliability.)

Wanted ---------- Unwanted
(Likeable, attractive, generates warm responses. Not rejected.)

Worthy ---------- Unworthy
(Person of consequence, dignity, integrity. Not overlooked or discounted.)

The fourth element of effective helping professions deals with the intent of the personal interaction and the expected results. Effective helpers have purposes which are both highly specific as well as general in nature. Beyond that, they share a common goal of focusing on the important and appropriate elements which are a part of the personal and professional interaction. The approach to working most effectively as a helper can again be portrayed on the limited continuum seen in Table 3.

A fifth and perhaps summary characteristic of effective helpers, as contrasted to the ineffective helper, can be displayed by two basic dimensions. The Florida Studies distinquished good helpers from poor ones quite clearly in terms of their task orientation with relationship to personal and perceptual approaches to the helping task as indicated in Table 4.

TABLE 3

PURPOSE OF HELPING OTHERS

Freeing ---------- Controlling
(Assist, release, facilitate, Not manipulate, block, inhibit.)

Large Issues ---------- Small Issues
(Broad perspective, extensive implications. Not immediate, specific.)

Self-Revealing ---------- Self-Concealing
(Disclose self and willing to be themselves. Not hide or cover self.)

Involved ---------- Alienated
(Committed to helping. Willing to interact. Not aloof or remote.)

Process Oriented ---------- Goal Oriented
(Encourage and facilitate search and discovery. No preconceived solutions.)

Altruistic ---------- Narcissistic
(Oriented toward aiding and assisting. Not seek personal or selfish goals.)

TABLE 4

TASK ORIENTATION

People ---------- Things
(Human concerns. Not concerned with objects, rules, events.)

Perceptual ---------- Objective
(Subjective evaluation, experiences. Not objective facts.)

Improving Effectiveness

The identification of individuals who are effective in the helping relationship is not an easy task, yet it is a much simpler one than finding ways to assist the helping professions to become more effective agents of change. Just as we can identify the attributes of effective helpers and seek to instill them in individuals who are preparing for or engaged in the helping professions, we can identify certain elements which are essential ingredients in aiding helpers to become successful change agents. While it would be a relatively easy task to draw up a series of such criteria, several of the more generally applicable concerns can be ennumerated, even though they appear to be obvious. One of the most fundamental factors is the belief on the part of the helper that the activity is an important and essential one. If an individual believes that being a helper is more than just a routine activity, the extent of change which occurs in the individuals or groups is quite likely to be enhanced thereby. Making real differences in the lives of others depends upon a deep-seated feeling that what one is about is truly important and, in

addition, that it is important enough to do more than the usual, the typical, or the expected. Individuals who are convinced that what they are doing is important are more likely to find ways to increase their success, both by finding the time for reviewing their effectiveness and seeking ways which will make their efforts more productive and satisfying.

The above conclusion, of course, leads to the corollary that individuals who feel what they are doing is important will exert more effort to find ways to increase their effectiveness and will also take the personal responsibility for seeking ways to enhance their professional skills. Of course, the result is benefit to the individuals with whom they work. They are, then, individuals who have knowledge, skill, dedication, and a sense of committment. They are, in addition, willing to translate their beliefs into explicit behavior which makes differences in their own skills and brings about impact and change in their working settings. This latter element of overt behavior also means the acceptance of the responsibility for the helping of others, but not for their choices and decisions.

The goals for most helpers and the individuals with whom they work are reasonably parallel. We make some tacit assumptions which may not describe things as they actually are. We expect that an individual who is hurting, either physically or psychologically, would like for the hurt to go away. We believe that students want to learn. We believe that individuals with problems would like to see them resolved. While such similarities of objectives do exist, a major complicating condition is the variety of expectations related to the assumption of responsibility. Some who are being helped would like to have the helper assume most, if not all, of the responsibility for the solution of a problem or the achievement of a goal. Others are willing to share the responsibility, reserving some initiative but expecting the helper to make certain committments. Finally, there are those who understand the necessity of fully accepting the responsibility for their decisions and their behavior. Helpers must accurately and realistically assess the willingness of individuals and groups to establish goals and directions which are coincident with the ones which are essential parts of the interaction, and also develop practical ways to deal with the assumption of responsibility.

If we can assume that there are helpers who can help and those who can profit from the helping professions, progress in becoming more effective in our skills depends upon the consideration of the outcomes of our interactions. The emphasis in recent years on the outcomes of whatever it is that we do to, with, or for people is a timely and essential ingredient in improving our professional skills. Improvement must be based on the assessment of what it is that we would proport to do, with some reliability and validity, not only of the measurement, but also of the reporting. We cannot rely, as some areas have been able to do in the past, on the matter of individual or group testimony. We cannot make significant advances in understanding either the skills which are used or the effects of the conditions which surround the application of professional helping skills unless we improve the quality and number of measures used to assess the outcomes. This means that we must stop regarding the process of helping others and the effects of the application of professional skills as essentially mystical or of such long range impact as to be exempt from the measurement of outcomes as an empirical

question. The argument that helping others is an obscure enterprise, which is not subject to data collection, and thereby data are unavailable for evaluating the process, is an outworn argument which prevents outcome evaluation and development of techniques to enhance helping skills. Hopefully, at the same time, we will not sacrifice a sensitivity to the extremely complex activities which are a part of the helping enterprise. There exist many elements in the helping professions which do not lend themselves to measurement. There are some areas which are subject to measurement, but which can be misapplied or for which current uses are quite gross and imprecise.

Professional Helper Role Models

What has been said concerning the helping professions would lead one to conclude that we know something about their abilities and role responsibilities. If we can describe professional helpers and enumerate, with some degree of accuracy, the outcome of their helping, it would seem to follow that it is possible to construct at least some elementary models of their roles. Such roles would involve the basic philosophy and essential beliefs of professional helpers, the processes which are a part of their helping others, techniques which enhance the helping activities, and the methodology of choice. Evolving from this framework would be at least five basic professional role models which could be identified.

The Mid-Wife Model. The professional helper who assumes the mid-wife role model is primarily concerned with being of assistance in what is viewed as a rather natural process. This helper works with students, clients, and patients in a way which makes the basic assumption that they have both the ability and necessary ingredients to deliver the answers, make appropriate responses, effect proper solutions, and portray adequate adjustments. Philosophically, the role would be somewhat akin to the natural unfoldment beliefs of the romantic naturalists of the mid-1800's.

The Horticulture Model. The professional helper who evidences a role definition described as the horticulture model would be intent upon providing a nourishing and healthy climate in which the student, client, or patient can grow and develop. This professional helper utilizes the client's internal sources of strength, focuses upon information held by the individual, marshals the wisdom which is inherent on the part of the client, and helps bring existing abilities to bear upon problems of growth and adjustment.

The Craftsman Model. The craftsman model for the professional helper is one which will utilize all available skills, techniques, and methods which have been proven to be effective in aiding students, clients, and patients. The objective is either to effect proficient self-help on the part of the client or to aid the client in utilizing the techniques provided by the professional helper.

The God Model. The professional helper who views professional role definitions of helping in this model believes vehemently that, as a professional, he or she is in possession of information, the source of wisdom and expertise, and has a divine obligation to direct and mold students, patients, and clients. Further,

this molding is to produce the type of individual necessary, or possessing of qualities which are deemed to be important and essential for proper adjustment or performance.

The Artist Model. There are professional role definitions which may well be described in an almost aesthetic manner. The professional who utilizes the artist model will interact with students, clients, and patients on a journey of joint inquiry and discovery into both the relationship and the objectives of the interaction. This professional helper will alter direction and content to meet the needs of the one helped. In essence, the professional helper orchestrates the process toward a desirable outcome, but with concern for the individual seeking help.

These models, as arbitrarily defined, are neither exclusive or uniformly appropriate for all settings. In truth, each model may well serve a useful function depending upon the situation in which helping occurs and the objectives of the helping relationship. The model choosen depends upon a number of important factors. Paramount among these factors would be the area in which helping occurs, such as education, medicine, or religion. The type of helping activity would also determine which model would be most appropriately utilized given specialized populations, identifiable problems, and agreed-upon objectives. There is no question but that the type of training program which the helper has pursued will also determine in large measure the way in which he or she goes about the helping activity. Differences exist between the kind of instructors one has had, the models which have been provided, the relationships which are a part of the training program, and the opportunities which are provided by either formal graduate or informal inservice training opportunities. The helper responds to a helping relationship also in terms of the cumulative experiences of one's own interactions and life to date. Certainly there is some alteration of beliefs and some differences in the processes which are used in helping, given the background of experience and the evaluation of experiences to the present time. Individuals in the helping professions have also been the recipient of differing kinds of supervisory activities wherein supervisors have placed different emphases upon varying aspects of the helping relationship, provided different levels of expectations on the part of the helper, and provided different opportunities for learning and growth.

In addition to the preparation, experience, and situational factors, the model which is used by a helping professional also would involve professional expectations. Individuals are attracted more favorably to certain models than to others. They have been subjected to research results which may have influenced their helping activities. Mere factors of licensing and certification, as well as continued inservice training programs, make a difference in the expectation the professional has of a role interaction. Finally, the helper's perception of self influences both the selection of a model and the application of the model in the helping relationship. The coincidence of model with self, both at the moment and in terms of future expectations, will determine the prototype which is chosen for the helping interaction.

Stages of Professional Development

It is possible to construct an outline of the stages of development which, although at variance from time to time with individual experiences, serves in a

general way to help understand the progression from neophyte to accomplished professional helper category. During the training stage, there are at least three easily defined periods. The pre-training stage is characterized by a limited understanding of what the helping role involves, a rather sketchy view of helping relationships, and, quite likely, very unrealistic ideas and expectations concerning what the professional involvement will become. During early training stages, however, there is a gradual conversion to a more practical role definition which is influenced primarily by the teachers, models, and course content which constitute the helping profession academic background. During later training stages, the potential helper becomes more selective, both in models and in the evaluation of training opportunities. The movement toward eclectic premises or concentration on a highly selective theory or model may well occur during this later training stage.

After training, the professional involvement stages may also be identified since they involve different kinds of professional activities and role definitions. The beginning professional stage, which is in the immediate months and early years after professional training, involves an attempt on the part of the professional helper to project the training into a practical and realistic work setting. The ease with which this is done depends upon the professional preparation, the opportunities afforded by the work setting, and the individuals ability to translate preparation programs into the real world of helping others. The next stage could be defined as the early professional stage which involves the years after the transition from preparation programs into work settings. The professional helper during this stage moves into either a conventional role or may choose to accentuate a role definition which is unique to a working setting and, in many instances, follows experiences which were a part of the training model. It is at this stage of the professional development that the individual may relax into a rather typical role definition and perpetuate a comfortable relationship both from the standpoint of working activities and levels of expectation. On the other hand, he may decide to struggle against the complacency in order to define both a working setting and a role model which is unique, challenging, and, hopefully, provides greater professional opportunities.

It is unlikely that a later professional stage could be defined in any uniform way for all professional helpers. The types are as diverse as the individuals; however, they do lend themselves to perhaps at least five identifiable characterizations. The most easily identified might be referred to as Type 1, which would involve the many individuals who for the remainder of their professional life effect little or no changes, continue in a self-satisfied direction, and professionally remain relatively static until retirement. Type 2 professional helpers will attempt some role redefinition, primarily as a result of their own needs and the continuing inferrence on the part of others that one must grow in order to remain active and professionally involved. Although after a few minor attempts and some meager questions, little action on the part of the professional helper evolves. The distinction between Type 1 and Type 2 simply may be that Type 1 makes no attempt to change while Type 2 makes some attempt but is not successful. Type 3 finds the professional helper somewhat dissatisfied with the role and seeks help to improve. This individual is more open to opportunities, more receptive to diversity of experiences, and is willing to try new things. As a result, Type 3

professional helpers do effect some changes and although, they may be small in number and not of great magnitude in direction, they nevertheless are important changes and the professional helping relationship is enhanced thereby. The Type 4 professional helper will seek to develop a personal style of functioning which is based upon both the professional expectations of the helping role and also some personal freedom of choice. This professional helper seeks to synthesize a variety of professional and personal goals and processes, and through individualization effect a professional behavior which is unique, challenging, and continues the professional helper at the growing edge of both personal and professional involvement.

The highest level for the more involved professional helper would by Type 5, who moves beyond the synthesis of role models to develop models which are personally effective and which are supported by both a personal and professional theory and practice. This professional helper can effect changes, not only within his or her own professional performance, but in the professional performance of others by virtue of the fact that there is an obvious expertise as well as a willingness to be of help to others. This professional helper is likely to be a very complex individual but tolerant of the professional position of others. He or she will move toward changing professional roles and processes, and, as a result, influence large numbers of professional colleagues. This professional helper's objective is to improve professional performance through providing help to others and in the process makes great impact upon the profession as a whole. This does not mean, however, that this individual is likely to be unduely critical of other professionals, since a part of this stage is the willingness to accept contradiction and ambivalence on the part of professionals who for purposes of their own function at lower stages of development.

Characteristics of Professional Development

If we know something about the individuals who are a part of the helping professions and further that there is some awareness, not only of the role definitions, but of the stages of development of helping professions, then it follows that we should be able to identify some of the characteristics which are involved in helping them to become more effective in their professional activities. While there obviously is no one way which this can be accomplished, there are at least certain characteristics which must be kept in focus if they are to be assisted in their professional relationships. Probably foremost among any list of such concerns would be the fact that growth involves a certain amount of anxiety and conflict. If an individual seeks to improve, feels that improvement is important, or due to circumstances forced to seek improvement, there will inevitably be a heightened level of anxiety. In working with professionals, if the objective is to provide additional information, insight, and at least some positive critical analysis, the conflict is even more likely to be accentuated. The essential problem, therefore, becomes dealing effectual with the conflict between the professional and the individual who is assisting in helping the professional to grow and develop.

A second major characteristic is that the goal of working with professionals is always to teach. Regardless of the method or approach, the ultimate objective

is to teach the professional more about what is involved in improving professionally. The one who is assisting in such growth activities is not a specialist in content but is always a specialist in helping others. If the objective is self-understanding, then the method of choice is to teach self-understanding as a path to professional improvement. In this process, the third characteristic which evolves is the essential operation of exploring relationships. Since the content of the helping professions is to work with others, a rather detailed analysis of the relationships which either enhance or hinder effectiveness is necessary. A fourth characteristic is the concern for the meaning of behavior in the personal interaction. The professional relationship with students, patients, or clients is reviewed through the content of the helping interaction. The objective is to aid the professional through an analysis of the helper-helpee interaction in a way which has meaning and also provides opportunity for understanding and growth.

The fifth and final characteristic of professional development is the special and very significant human relationship which exists between the one assisting in the professional growth and the professional helper. In helping professionals grow, the essential ingredients of trust, openness, warmth, and an atmosphere of honest collaboration are paramount. The joint effort is always one of sharing. Sharing in the hope of mutual understanding, growing professionally, increasing respect, and heightened competence. These goals are important for both the professional and the individual assisting in professional growth as well. In fact, those who help professionals with growth patterns find that their own measure of professional growth is enhanced thereby. This involves a sharing of risks, a willingness to work through potential conflicts, tolerance for an increased level of anxiety, but, above all, the need for committment on the part of each that difficulties which are inherent in the interaction are necessary if growth is to be achieved. There is no doubt but that the professional helper will feel vulnerable, experience sensitivity about adequacy, and be uncertain about the level of criticism which may be a part of the relationship. In many ways, the individual who is assisting the professional shares the same concerns. In the end, however, the difficulties encountered on the journey and the pitfalls which may characterize the professional interaction are essential if one is to make professional progress.

Conclusion

In summary, what I have tried to say is that helping professionals to grow professionally and individually is a complex and arduous, but essential, task. Its problems are many, its pitfalls deceptive, its path frought with obstacles and disappointment. At the same time, however, its rewards are as real as they are numerous for both the professional and the one who assists in the development. The achievement of professional growth may come from many sources and its methods occur in many forms.

It is possible, but I believe highly unlikely, that it will occur independently and without effort. There are many who exert some effort and choose to seek professional improvement without the assistance of others, although some sort of feedback is undoubtedly used and, technically, this category may not actually exist.

Larger numbers utilize a variety of techniques and assistance from friends, colleagues, supervisors, administrators, and even family members to focus on personal and professional skill development which they feel needs review and enhancement. Some use the more organized and researched approaches such as developed by associations, universities, and individuals, of which Kagan's Interpersonal Process Recall is an example. All are effective, given the motivation, opportunity, and application essential to improving professional performance, which is a part of any personal evaluation and behavioral change process.

The important thing is that professional improvement is neither ignored nor left to chance. The IPR process, as you will see, is designed to help a variety of individuals in professional areas and is especially adapated to the helping professions. It is an interesting and productive journey. More important, it must be one of your choosing and become a very personal experience. By the end of this conference, I sincerely believe you will agree with me.

If I have improved in any personal or professional ways in recent years, and I hope that I have, it has been due in large measure to those who have had the interest and devoted the time to assisting in my development. Some of them are in this audience - Muriel, Myron, Phoebe, Vic, those who had the professional skills to assist me in this most difficult task. Who had the concern and courage to focus on processes, methods, and behavior which could be made more effective. Who shared the exploration of ways that such elements of my professional and personal activity could more nearly approach the goals which I had set, in keeping with the beliefs that were important to me; but who loved me enough to accept when I could not change, and understood when I would not change.

It may have been that help in professional development by any technique would have served the same purpose. I have just been fortunate that recently it has been through colleagues who possess both the personal attributes for the significant interaction which is required in professional development and the skills which allowed the freedom and security important in such relationships. For me, the IPR process has been both a helpful and very personal thing. It would be my wish that it will be as much for each of you.